



REINVESTMENT GUIDE

Grade 1

INTRODUCTION TO THE REINVESTMENT GUIDE

The overall aim of the program is to reduce anxiety-related risk factors and strengthen protective factors by promoting mental health and developing psychosocial skills. More specifically, the program aims to develop and promote the following psychosocial skills, which are key determinants of health and well-being.

- Know and value yourself.
- Deal with your emotions and stress.
- Ask for help when you need it.
- Assert yourself against social influences.
- Use prosocial behaviour.
- Use lifestyle habits that contribute to well-being.

The workshops conducted in class contribute to the development of these skills. This reinvestment guide is intended for teachers, to assist them in revisiting the content covered.

The “Did you know...” section gives you some theoretical background on the concepts covered during the workshop. This section is designed to provide you with the knowledge you need to run your workshops, and is not intended for students.

The “Challenge” section presents the challenge presented to your students at the end of the workshop. You can pay special attention to carrying out these challenges and encourage students to achieve them.

In the “Enabling Reinvestment” section, you'll find strategies to help you facilitate reinvestment of learning. Implementing these strategies increases the scope of the workshops.

The “Reading Suggestions” section features children's literature that can contribute to the development of the psychosocial skills addressed in the workshops.

WORKSHOP 1.1 – OFF-TRAIL CAMPING

Getting to know yourself

DID YOU KNOW?

According to French psychologist Jeanne Siaud-Facchin, a quality is a strength that is part of everyone's identity, that characterizes an individual.

A quality is a personality trait that brings something positive into the life of the person who possesses it, or into the lives of others around them. For example, people may feel good and want to spend time with someone who is smiling and friendly.

When students learn to recognize their qualities, they learn to know themselves, to realize what they do well and to be open to the qualities of others. What's more, when they use their strengths, they help make the classroom climate more enjoyable.

Here are some examples of qualities you can discuss with the students:

- Resourceful
- Courageous
- Helpful
- Curious
- Creative
- Funny
- Kind
- Smiling
- Calm
- Friendly
- Generous

(Apprendre à éduquer, 2015)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, name a quality you notice in a friend.

ENABLING REINVESTMENT

To encourage discussion of qualities and reinvest them in everyday life, stick each student's photo on a large cardboard. Ask the students to write two qualities below their photo and one quality below the photo of at least one other student. Ask them to add more regularly throughout the year. It's quite normal for your students to have difficulty grasping the concept of qualities. The more you reinvest in this concept with them, the more they'll be able to develop their learning on the subject.

READING SUGGESTIONS

- Gravel, É. (2016). *The Cranky Ballerina*. HarperCollins.
- Spires, A. (2014). *The Most Magnificent Thing*. Kids Can Press.
- Willems, M. (2011). *Can I Play Too? An Elephant and Piggie Book*.

WORKSHOP 1.2 – FLAWLESS!

Learning from your mistakes

DID YOU KNOW?

In all learning processes, mistakes are inevitable. They're even positive and beneficial. The aim here is to present this to the students in such a way that mistakes are not stigmatized or seen as a sign of weakness.

Learning to recognize mistakes and find solutions to them helps establish a climate of trust in the classroom, giving everyone the right to make mistakes and adjust.

Nobody gets everything right the first time. Mistakes and difficulties are an integral part of learning at every stage of life. By having an open attitude and guiding students toward finding solutions to improve, you embody openness, benevolence and an example to be followed by your students with respect to mistakes and difficulties.

From a pedagogical point of view, mistakes are also a valuable resource. They make it possible to better target student needs, adapt interventions, highlight learning approaches, ensure a good classroom climate and provide healthy support for the student's quest for solutions.

The important thing is not to make a mistake into a failure!

(Réseau Canopé, 2019; Vanssay & Lozac'h, 2012)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, if you make a mistake, try again, in a new way, without getting discouraged.

ENABLING REINVESTMENT

Ask students to draw a task or situation they found difficult, but managed to overcome. Then ask them to display their drawing inside their desk, on the corner of their table, or in a designated spot in the classroom. Refer them to their drawing when they're having difficulty with a task, so they can realize that they're capable of overcoming a difficult situation when they persevere.

READING SUGGESTIONS

- Luyken, C. (2017). *The Book of Mistakes*. Penguin Young Readers Group.
- Reynolds, P.H. (2021). *The Dot*. Candlewick Press.
- Spires, A. (2014). *The Most Magnificent Thing*. Kids Can Press.

WORKSHOP 1.3 – A HELPING HAND

Developing your self-confidence

DID YOU KNOW?

Self-confidence plays a role in every sphere of life. Among other things, It influences other things, relationships, participation, fulfillment and learning.

Confident students will be eager to take part in new activities. They enjoy challenges. Socially, they'll enjoy spending time with others, but will also crave moments when they can be alone. In a group, they'll also recognize their strengths and limitations, and won't be afraid to point out the strengths of their peers. Finally, they won't need to wait for the approval of others before undertaking something.

The development of self-confidence is complex. It usually involves gestures and actions by adults toward the child, rather than just words. In the classroom, self-confidence can be addressed through activities like those suggested here.

(Hoffman, n.d.)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, when you're working as a team, name one strength of each team member.

ENABLING REINVESTMENT

Keep a box or jar handy in the classroom. When the students do something well as a group, achieve something as a team, or experience success together, take the time to acknowledge it verbally. Open a discussion with students about their success, what they did to achieve it, and how the strength of the group helped them succeed. Then take a piece of paper, write a few words about this moment and insert it in the self-confidence box (jar). In moments of discouragement, you can pull out these papers and read them with your students.

READING SUGGESTIONS

- Atkinson, C. (2017). *Where Oliver Fits*. Tundra.
- Daywalt, D., & Jeffers, O. (2013). *The Day the Crayons Quit*. Philomel Books.
- Gravel, É. (2016). *Everybody!* Scholastic Canada.
- Oldland, N. (2010). *Making the Moose Out of Life*. Kids Can Press.
- Robert, N. (2020). *Elsie*. Abrams Books for Young Readers.
- Spires, A. (2017). *The Thing Lou Couldn't Do*. Kids Can Press.

WORKSHOP 1.4 – A NIGHT IN THE FOREST

Recognizing your emotions and stress

DID YOU KNOW?

Stress is a physiological reaction that helps us cope with a new or seemingly threatening situation. Stress can bring about heightened energy levels and the motivation to respond to something unexpected.

However, there are times when it can become intrusive, or have a negative impact on concentration, learning or even health.

In children, as in adults, there are many different sources of stress. They do, however, share common characteristics, such as a certain unpredictability, an influence on one's sense of control, a novelty effect, or a threat to the ego.

To facilitate an intervention with a student, it's important to help them identify the signs of their stress (clammy hands, a knot in the stomach, mood swings, sleep problems, etc.). It may also be a good idea to try to identify the cause of their stress so that they can better deal with the situation, and to help them act on their environment, if necessary.

(Lupien, 2019; Naître et grandir, 2016d)

CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, when you're feeling emotional, try to calm yourself using a method you've learned in class.

ENABLING REINVESTMENT

To help students reinvest the concepts they've learned in the workshop, use the emotion cards on the *Emotion Cards* handout. You can print, cut out and laminate them. If the students previously participated in the OFF-TRAIL preschool workshops, they will have received the same cards. When students are in particular situations, or at times when you feel it's appropriate to do so, take out the cards and ask them to point out the emotion they're experiencing and try to describe the physical sensations.

To practice different ways of calming down, you can print and use the *Calming Strategies Key Tags*. Fill in the blank key tags with other resources used by your students. You will find this tool in the *Workshops and tools for students* section of the [OFF-TRAIL website](#).

READING SUGGESTIONS

- Gravett, E. (2007). *Little Mouse's Big Book of Fears*. Pan Childrens.
- Grenning, R. (2016). *Alligator is Angry*. Make Believe Ideas.
- Lienas, A. (2018). *The Color Monster: A Story About Emotions*. Little, Brown Books for Young Readers.
- van Hout, M. (2011). *Today I Am*. Fish Book Co.
- Watt, M. (2012). *Scaredy Squirrel at Night*. Kids Can Press.
- Witek, J. (2014). *In My Heart: A Book Of Feelings*. Harry N. Abrams.

WORKSHOP 1.5 – ONE FOR ALL AND ALL FOR ONE

Knowing the importance of friendship

DID YOU KNOW?

Elementary school students can benefit greatly from being surrounded by a variety of individuals of all ages to learn how to maintain interpersonal relationships.

Relationships with the different people around them generally help them to create and maintain friendships, develop social skills, understand that everyone is unique, and take the time to get to know people.

It's important for students to have frequent opportunities to communicate and share with others to foster the development of interpersonal bonds. These opportunities can be created through cooperative work, group discussions, games or individual conversations with adults.

In your classroom, invite students to express their point of view when appropriate. Listen to them actively and invite others to do the same, being open to everyone's opinions. Ask students to express themselves clearly, asking them if they can tell you more or if they can share how they feel. In return, try to articulate your concerns clearly, when necessary. Students need to know that they are always loved and appreciated, even when they disagree. In the end, interpersonal relationships are based first and foremost on learning how to communicate effectively.

(Fédération canadienne des services de garde à l'enfance, 2004)

ENABLING REINVESTMENT

You can use the hands of the garland to create a tree in the classroom. Print several copies of the *Hand of Friendship* handout and create new branches throughout the year to grow your own tree. You can regularly remind students that each student's strengths enable the group to go further.

As often as possible, take a few minutes as a group to ask students about what they've accomplished with the help of their friends, or about situations that went well thanks to the presence of their peers in class. You can also create your own cooperation wall, if possible, by taking photos of teams or moments when your students have taken on challenges together.

READING SUGGESTIONS

- Lallemand, O. (2024). *The Wolf Who Wanted to Master His Emotions: My amazing heroes*. Auzou Publishing LTD.
- McNulty, S. (2017). *Brave*. Running Press.
- Perceval, T. (2018). *Ruby's Worry*. Bloomsbury Publishing.
- Potter, M. (2020). *Will You Be My Friend?: A Let's Talk picture book to help young children understand friendship*. Bloomsbury Publishing.